



# Relationship between Learning Difficulties in Continental Food Processing and Learning Interests of Class XI Students at SMK BPP Bandung

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## ABSTRACT

This research was motivated by the low achievement of the average score of the Continental Food Processing subject is still below the KKM, namely out of 37 students a total of 5 students got high scores (80-100), 12 students got moderate scores (60-75), 8 students got low scores (50) and 12 students scored less (<50). This is because they have not mastered the material that has been taught by the teacher in learning in class, so that students do not have enough provisions to understand the next activity in carrying out learning activities. This can cause students to lack interest in learning. This study aims to determine student learning difficulties, student learning interest and the correlation between learning difficulties and student learning interest in Continental food processing at SMK BPP Bandung. The research method used is descriptive correlational. The population in this study were all students who received the Continental Food subject in class XI and XII at SMK BPP Bandung, totaling 101 people with a sample of 81 people calculated based on the Taro Yamane formula using the Proportionate Stratified Random Sampling technique. The data collection technique used a closed questionnaire with a Likert scale with data analysis using descriptive analysis and Rank Spearman correlation. The results of the analysis show that students' learning difficulties are high when it comes to theory and practice of continental food processing at SMK BPP Bandung, student learning interest is low when it comes to theory and practice of Continental food processing at SMK BPP Bandung,

## ARTICLE INFO

### **Article History:**

*Received 01 September 2022*

*Revised 03 October 2022*

*Accepted 18 October 2022*

*Available online 01 Nov 2022*

### **Keywords:**

*Difficulty learning,  
continental Food,  
Interest to learn*

## 1. INTRODUCTION

Learning disabilities are a form of impairment in one or more of the basic physical and psychological factors which include understanding or using language, spoken or written which itself appears as an imperfect ability to listen, think, speak, read, write or make mathematical calculations, including mild motor weakness, emotional disturbance or as a result of unfavorable economic, cultural or environmental conditions (Nurjan, 2009).

The problem of learning difficulties that are often experienced by students at school is an important problem that needs serious attention among teachers. The problems that occurred during the Covid-19 pandemic were that many students still found it difficult to study independently. Research conducted by (Purwanto Agus, 2020) stated that one of the obvious impacts was the learning difficulties experienced by students during the teaching and learning process at home. Students feel pressured when studying remotely, because they feel compelled, especially coupled with inadequate facilities and infrastructure at home. It is said so because the learning difficulties experienced by students will have a negative impact, both on the students themselves, and on their environment. This is manifested in the form of anxiety, frustration, wanting to quit school, the desire to move schools because of embarrassment of having left the class, loss of interest in learning and so on. That's why it is necessary to prevent the impact of learning difficulties.

Based on data obtained from continental food processing teachers, there are still a number of students who have not met the Minimum Completeness Criteria (KKM) standards. This can be seen from the average score of the Continental Food Processing subject in the 2019/2020 TP which is still below the KKM, that is, out of 37 students, 5 students got high scores (80-100), 12 students got moderate scores (60-75 ), 8 students got a low score (50) and 12 students got a low score (<50).

For this reason, it is necessary to investigate further about the problems of each individual which can lead to a lack of interest in the learning process so that further solutions can be overcome and solutions found. Because if left unchecked it will have an impact on learning outcomes or learning achievements obtained by students and learning objectives will not be achieved properly.

The goal to be achieved in this research is to find out the difficulty and interest in learning as well as the correlation between learning difficulties and the learning interest of class XI students during the theory and practice of Continental food processing at SMK BPP Bandung.

## 2. METHOD

The research used in this research is quantitative research. The quantitative research method is a type of research whose specifications are systematic, planned and clearly structured from the start to the creation of the research design. According to (Sugiyono, 2012:13), quantitative research methods can be interpreted as research methods based on the philosophy of positivism, used to research certain populations or samples, sampling techniques are generally carried out randomly, data collection uses research instruments, data analysis is quantitative/statistical in nature with the aim of testing the hypothesis that has been established.

The correlational descriptive method in this study aims to determine the relationship between learning difficulties in continental food processing and the learning interests of class XI students at SMK BPP Bandung.

The population used as the object of this study were all students who received the subject "Continental Food" in class XI and XII SMK BPP Bandung, totaling 101 people, namely 36

students in class XI while in class XII there were 65 people consisting of 2 classes, namely XII .A as many as 32 people and XII.A as many as 33 people.

The sample calculation uses the Taro Yamane formula (Akdon and Riduwan, 2013:65) that is:

$$n = \frac{N}{Nd^2 + 1}$$

Information :

n = number of samples

N = total population

d = precision set i.e. 5% or 0.05

The sample calculation uses the Taro Yamane formula (Akdon and Riduwan, 2013) as follows:

$$n = \frac{101}{(101)(0,05)^2 + 1} = \frac{101}{1,2525} = 80,639 \approx 81$$

So from the members of the population taken as a sample there are as many as 80,639 respondents. In calculations that produce fractions (there are commas) are rounded up, so that the sample used is based on the population above, namely 81 people.

Based on population data taken from class XI and XII, the sampling must also be calculated for each class strata. Sampling calculations using the proportionate stratified random sampling technique are presented in table 1:

**Table 1.** Research Sample.

Class	Population	Sample
XI	36	$n_1 = \frac{36}{101} \times 81 \approx 29$
XII.A	32	$n_2 = \frac{32}{101} \times 81 \approx 26$
XII.B	33	$n_3 = \frac{33}{101} \times 81 \approx 26$
<b>Amount</b>	<b>101</b>	<b>81</b>

### 3. RESULTS AND DISCUSSION

In the results and discussion of this, the researcher describes the results of primary data obtained from questionnaires distributed to 81 students who received the subject "Continental Food" class XI and XII SMK BPP Bandung. The respondents' answers were then processed using SPSS 25 tools or applications.

Before distributing a sample of 81 people, a test of the research instrument was carried out on 20 students to determine the level of validity and reliability, so that it could be seen whether the instrument was feasible or not to be used.

The results of data processing that will be presented in this chapter are variable measurements, namely the validity and reliability tests of each variable, the frequency distribution of each variable, the mean analysis of each variable, and data analysis, namely the Spearman Rank correlation test.

**Table 2.** Results of the Validity Test of Learning Difficulty Variables.

No. Items	rcount	rtable	Information
1	0.735	0.444	Valid
2	0.512	0.444	Valid
3	0.709	0.444	Valid
4	0.878	0.444	Valid
5	0.540	0.444	Valid
6	0.661	0.444	Valid
7	0.516	0.444	Valid
8	0.686	0.444	Valid

Based on table 2, all the question items on the learning difficulty variable in the questionnaire instrument that were distributed obtained a value of  $r_{count} \geq r_{table}$ . Thus, it can be concluded that all question items are declared valid and worthy of being used as instruments to measure research data.

Based on Table 3, all question items on the variable interest in learning on the questionnaire instrument that were distributed obtained  $r_{count} \geq r_{table}$ . Thus, it can be concluded that all question items are declared valid and worthy of being used as instruments to measure research data.

**Table 3.** Results of the Validity Test of Learning Interest Variables.

No. Items	rcount	rtable	Information
1	0.611	0.444	Valid
2	0.425	0.444	Valid
3	0.934	0.444	Valid
4	0.782	0.444	Valid
5	0.761	0.444	Valid
6	0.774	0.444	Valid
7	0.629	0.444	Valid
8	0.839	0.444	Valid
9	0.657	0.444	Valid
10	0.634	0.444	Valid

Based on the results of the analysis it is known that students during the theory and practice of Continental food processing at SMK BPP Bandung experience learning difficulties. This is based on the calculation of descriptive statistics obtained an average value (mean) of 2.87 which is in the high category. These results indicate that high learning difficulties mean that

students experience difficulties in the theory and practice of Continental food processing. Conditions of learning difficulties can be caused by internal and external factors.

Based on the results of the analysis it is known that students' interest in learning is low when it comes to theory and practice of Continental food processing at SMK BPP Bandung. This is based on the calculation of descriptive statistics obtained an average value (mean) of 2.27 which is in the low category. These results indicate that students have low learning interest in the theory and practice of Continental food processing. This low interest in learning can be seen from no interest, displeasure and no desire to learn about learning activities. Learning activities that are felt by students are unpleasant causing low interest in learning.

Test resultsThe correlation shows that the Rank Spearman correlation coefficient ( $r_s$ ) is -0.646 which is in the high correlation range. The correlation value is negative, meaning that the higher the learning difficulty, the lower the interest in learning and vice versa. The level of learning difficulties is closely related to the learning interest of BPP Bandung Vocational High School students. Furthermore, the results of the hypothesis test obtained  $t_{count}$  (7.530) >  $t_{table}$  (1.990) meaning that there is a correlation between learning difficulties and students' learning interest in Continental food processing at SMK BPP Bandung. Children who have a low interest in learning tend to have high learning difficulties in a subject matter, manifested through feelings of displeasure and disinterest in a subject matter so that they experience learning difficulties. Therefore, Low interest in learning will lead to high learning difficulties. As according to [Syah \(2014\)](#) that the main factors that influence learning difficulties in children come from within the child himself (internal), namely those that are affective (sense realm), including interest in learning. Next, according to [\(Abdul Hadith and Nurhayati, 2010\)](#) that students who do not have an interest in learning will show bad attitudes and learning behavior in the form of being indifferent to learning, learning activities are seen as a burden, get tired quickly, and get bored in learning. The attitude shown by children who are not interested in learning is a symptom of learning difficulties. The absence of a child's interest in a subject will result in learning difficulties.

#### 4. CONCLUSION

Student learning difficulties are high when it comes to theory and practice of continental food processing at SMK BPP Bandung. This is based on calculations obtained mean 2.87 which is in the high category. The highest indicator is the low learning achievement rating. While the lowest indicator is a personality that is not good. Students' interest in learning is low when it comes to theory and practice of continental food processing at SMK BPP Bandung. This is based on calculations obtained mean 2.27 which is in the low category. The highest indicator is persistence in learning. While the lowest indicator is enjoying learning. There is a high/close correlation between learning difficulties and student learning interest in Continental food processing at SMK BPP Bandung. This is based on calculations obtained  $t_{count}$  (7.530) >  $t_{table}$  (1.990) with a correlation value of -0.646. The lower the interest in learning, the higher the difficulty of learning.

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